

City of Eugene Inclusive Environment Self-Assessment

Background

With the adoption of the Diversity and Equity Strategic Plan (DESP) in 2009, the City systematically outlined how it would integrate equity and human rights principles into the organization.

Goal 4 of the DESP states:

Ensure that City services are accessible, inclusive and equitably provided.

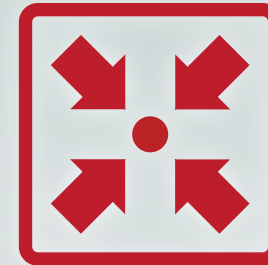
Recognizing that important messages are communicated through the physical environment about what an organization values and how it operates, the City developed a specific strategy around the physical environment: Re-examine space, furnishings, layout, etc. of City facilities to ensure they are accessible and culturally inclusive. This self-assessment directly relates to this strategy in the Diversity and Equity Strategic Plan.

Purpose

We, the City of Eugene, want people to feel included in and valued by our organization. The physical (built) environment contributes to this feeling of inclusion and value; therefore we must assess our spaces on these dimensions. An inclusive space recognizes, accommodates, and values the diversity of those served. Fostering an inclusive space allows all individuals – regardless of age, race, ethnicity, religious affiliation, socio-economic status, sexual orientation, physical ability – to feel comfortable accessing services.

The purpose of the Inclusive Environment Self-Assessment tool is to help City staff think about how the physical environment of City spaces affects patrons and employees and to develop recommendations to meet the needs of current and potential users. Ultimately, we want you to ask these important question of your space:

- **Does the environment support the needs and preferences of the people who are meant to use the space?**
- **Do users feel a sense of belonging in the place?**



You are here



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1. Choose the space

Select a physical space that the public uses (e.g., Atrium lobby, Petersen Barn, conference room used for public meetings). It can be a specific area of a building or it could be the majority of the building. If it is a large building, you may want to break the space into sections to evaluate.

2. Assemble the self-assessment “team”

If possible, we suggest creating a team of at least three people: (1) someone from Facilities who has been trained on the tool; (2) someone who works in the building (ideally someone who interacts with the public), and (3) a customer.

3. Alert the Equity and Human Rights Center (EHRC)

Email the EHRC (ehrcenter@ci.eugene.or.us) and let them know that you will be conducting the assessment.

4. Alert the appropriate people in your department/division

Follow the specific protocols in your department/division for communicating this self-assessment is occurring. Make an appointment with the supervisor/lead worker who manages the reception/customer service function to ask the questions found on Page 14.

5. Complete assessment

You can decide to complete the assessment one of two ways: (1) the entire team agrees on the rating for the individual items and only completes one worksheet (scores, observations, recommendations); or (2) each person on the team conducts the self-evaluation separately and then the team meets to compile the scores, observations, and recommendations.

This tool is subjective in nature. There are no right answers and there is no metric for what is “good” and what is “bad.” Ultimately, the assessment team will decide how inclusive the environment is and which recommendations are put forth.

The tool includes 16 inclusivity dimensions. For each dimension there are a series of questions which will help you reflect on the space. Read the questions then indicate on the scale how inclusive the space is with regard to the dimension. (Consider taking pictures as a way to document the space.) In the “Observations” box record your explanations for your assessment. Finally, with your team members, develop recommendations for improvements, if needed.

6. Review assessment with the team and develop recommendations

Consult with EHRC if you want assistance with recommendations or have any questions about the self-assessment.

7. Submit your completed self-assessment to your departmental Facilities Board representative and the Equity and Human Rights Center.

The Facilities Board will monitor how many departments/divisions have completed the self-assessment, and will report progress to the EHRC.

What is the relationship of this assessment to other plans?

Many different plans guide the development and maintenance of City facilities. This Inclusive Environment Self-Assessment does not duplicate elements of these plans. Rather, it focuses on dimensions of inclusivity not captured in the other plans. Specifically, the City of Eugene ADA Transition Plan includes recommendations for how to make facilities more compliant with ADA, and more accessible for people with disabilities. Accessibility is definitely a part of inclusivity, but because the Transition Plan covers ADA elements, we have not included them in this self-assessment. Moreover, the department-level Diversity and Equity Strategic Plans include many other strategies to enhance inclusivity.

BUILDING

NAME/DESCRIPTION OF SPACE

EVALUATION TEAM MEMBERS

NAME	DIVISION

DATE and TIME ASSESSED

Describe the OVERALL feel of the space
(Mark an "X" on the line between each adjective pair)

- open confined
- efficient inefficient
- decorated undecorated
- well-organized poorly organized
- cluttered uncluttered
- well-lit dark
- comfortable temperature.. uncomfortable temperature
- colorful drab
- cheerful gloomy
- clean..... dirty
- good condition poor condition
- inviting repelling
- comfortable uncomfortable
- noisy..... quiet
- fresh atmosphere stale atmosphere
- safe unsafe
- welcoming..... unwelcoming

Instructions: Observe the space and its users for at least ten minutes. Then fill out your observations in the boxes below.

Users

Who is meant to use this space?

Describe the people you see in the space. What are the ages, races, physical abilities, language capabilities, genders of the people that use the space? Are there other people that might use the space that you did not see today?

Function

Why do people come to this space?

What purpose(s) does the space serve? What do they do there?
What are the expectations of users of this space?

Use

How do people use this space?

Where do they congregate? How do they move through it?
How do they interact with each other?

Inclusivity Dimensions		5
PARKING		<input type="checkbox"/> Dimension does not apply to this space
<p>Can people access safe parking nearby?</p> <p>Is parking easily identified? Are there designated disabled parking spaces at or near the facility? Do you feel safe? Is it well lit? Are there any dark pockets?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		
PUBLIC TRANSIT		<input type="checkbox"/> Dimension does not apply to this space
<p>Does public transit provide access to this space?</p> <p>How far does a person have to travel from the closest bus stop? Does the bus stop feel safe? What is the frequency of the bus route?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		

Inclusivity Dimensions		6
BICYCLE PARKING		<input type="checkbox"/> Dimension does not apply to this space
<p>Does the facility have convenient and secure bike parking?</p> <p>Is the bike rack full? What is the condition of the bike rack? Is the bike parking easy to locate? Can you safely attach your bike? Do you feel safe? Is it well lit?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		
WALKING		<input type="checkbox"/> Dimension does not apply to this space
<p>Is the facility easily accessed by walking?</p> <p>If people have to cross a busy street to access the facility, is there infrastructure in place to help them cross the street? Are there sidewalks leading to the building?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		

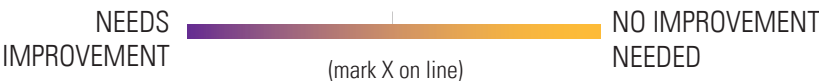
SAFETY OF AREA

☐ Dimension does not apply to this space

How “safe” is the surrounding area?

Is there graffiti on buildings? Are there unkempt alley ways? Are there “eyes on the street?” Is the area well-lit at night? Is there a visible presence of authority, either a person or a symbol? What is the general cleanliness of the area?

How well is the space performing on this dimension?



OBSERVATIONS AND RECOMMENDATIONS

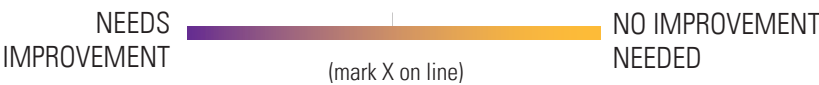
EXTERNAL WAYFINDING

☐ Dimension does not apply to this space

How visible and helpful is the signage outside of the building?

Is the building easily found? Is there a visible sign on or in front of the building? Does the signage use clear, contrasting colors? Is there a clear route from parking to the building?

How well is the space performing on this dimension?



OBSERVATIONS AND RECOMMENDATIONS

Inclusivity Dimensions		8
INTERNAL WAYFINDING		<input type="checkbox"/> Dimension does not apply to this space
<p>How easily can a person orient him/herself inside the space and get to where he/she needs to go?</p> <p>What sort of wayfinding elements (maps, signage, color coding, symbols) are present? Does signage include multiple languages, universal symbols, and is it organized by color? Can someone who doesn't speak English find his/her way? Are signs in Braille? Is there an obvious "front desk" with someone to talk with?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		
FURNISHINGS AND LAYOUT OF SPACE		<input type="checkbox"/> Dimension does not apply to this space
<p>How does the layout of the space and its furnishings support the variety of users and affect interactions?</p> <p>How adjustable is the space? Are there moveable chairs, tables, or benches? Does the furniture support a variety of sizes? Are there places for wheelchair seating? Are there areas to accommodate both small and large gatherings? Are there tables for conversations? Do City staff sit/stand on one side of a desk and the public on the other? Does the space support children (e.g., corner in a waiting area defined by a rug with books and toys)?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		

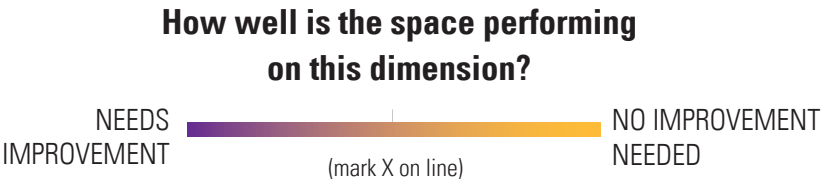
Inclusivity Dimensions		9
TEMPERATURE		<input type="checkbox"/> Dimension does not apply to this space
<p>Is the space too hot or too cold?</p> <p>Is there an ability to regulate the temperature in the space in the summer and winter? How comfortable do patrons appear with regard to ambient temperature?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		
INDOOR LIGHTING		<input type="checkbox"/> Dimension does not apply to this space
<p>Is there enough light for people to perform desired functions in the space?</p> <p>Is there enough light so that people with low vision can read? Are all areas of the space well lit? Do people feel safe, or is there a dark hallway, for example?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		

Inclusivity Dimensions		10
ACOUSTICS		<input type="checkbox"/> Dimension does not apply to this space
<p>Can people hear what they need to hear?</p> <p>Is there ambient noise that makes it hard to have a conversation? Is there an echo? Can patrons have one-on-one conversations? Is the space wired to support assisted listening devices?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		
FRAGRANCE		<input type="checkbox"/> Dimension does not apply to this space
<p>Do any odors affect the comfort of patrons in this space?</p> <p>Are there noticable odors in the space? Is there sufficient ventilation to allow odors to dissipate? Does the space itself generate odors (e.g. mold, off-gassing, dust)?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		

WALL DISPLAYS

☐ Dimension does not apply to this space

Are the populations that use the space represented through pictures and wall hangings?
What is posted on the walls? Are people shown in the displays? Observe and note the different cultures or ethnic groups, genders, ages, abilities, family types included in the displays.

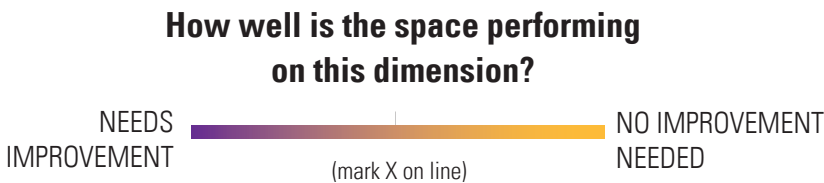


OBSERVATIONS AND RECOMMENDATIONS

DISPLAY OBJECTS

☐ Dimension does not apply to this space

Do the objects on display support a sense of belonging to the place?
What elements in the room contribute to its ambiance - rugs, exhibits, trinkets, decorations? What cues do they give to the patrons of the space?



OBSERVATIONS AND RECOMMENDATIONS

Inclusivity Dimensions		12
READING MATERIAL IN WAITING AREAS		<input type="checkbox"/> Dimension does not apply to this space
<p>Is there a variety of reading material in waiting areas?</p> <p>Examine areas where reading materials (e.g. magazines, flyers, brochures) are provided. Are the materials in different languages and different sizes of fonts? Is Braille material available? What is the content of the reading material? Is there audio material?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		
PUBLIC BATHROOMS		<input type="checkbox"/> Dimension does not apply to this space
<p>Are there a variety of bathroom configurations to accommodate users – men, women, gender neutral, baby changing areas, nursing areas? What kind of bathrooms are provided? Solely men/women? Is there a gender neutral bathroom? Do bathrooms have baby changing areas? If so, which ones have the baby changing areas? Is there a place for someone to nurse?</p>	<p>How well is the space performing on this dimension?</p> <div><div>NEEDS IMPROVEMENT</div><div><div></div><div>(mark X on line)</div></div><div>NO IMPROVEMENT NEEDED</div></div>	
OBSERVATIONS AND RECOMMENDATIONS		

FRONT DESK/RECEPTION BEHAVIOR

☐ Dimension does not apply to this space

Do the front desk/reception staff exhibit inclusive behavior?
Is the staff competent in helping non-English-speaking patrons? Do you notice any differences in how the staff treat people of different gender, race, ethnicity, religious affiliation, etc.? Are the staff friendly and approachable?

How well is the space performing on this dimension?

NEEDS IMPROVEMENT

(mark X on line)

NO IMPROVEMENT NEEDED

OBSERVATIONS AND RECOMMENDATIONS

INTAKE/APPLICATION FORM

☐ Dimension does not apply to this space

Does the intake/application form support inclusivity?
How does the form ask about gender? (only man/woman?) Does the form say “guardian” or “parent” instead of Mother or Father? Are forms available in multiple languages/formats?

Note: You will need to ask the front desk for this form or complete the intake process verbally

How well is the space performing on this dimension?

NEEDS IMPROVEMENT

(mark X on line)

NO IMPROVEMENT NEEDED

OBSERVATIONS AND RECOMMENDATIONS

1. As a user of the space, do you have recommendations about how to make it more inclusive?
2. How do you serve people with limited English proficiency or people with visual or hearing impairments? What resources and policies/protocols does your department have in place? How are staff trained to interact with these populations?
3. Does your department have any policies/standards which govern what documents are translated into other languages or formats?
4. Do you have a system to monitor how often you encounter members of the non-English speaking population who request information in another language or have another language access need?
5. Does your department have a database of City employees able to assist someone with a language access or communication need?
6. What environmental cues let people know that your department can communicate with people who do not speak English or have visual or hearing impairments?
7. Do you have a system to evaluate how well you are meeting the needs of people who do not speak English, or have visual or hearing impairments? Do you have a system where customers can give feedback?
8. With regard to providing service to the limited English population, what does your department do well?

Please indicate your priority recommendations to increase the inclusivity of this space.
Think about what might be useful and achievable given the function and users of the space. Think creatively.

Lower Cost Recommendations	Higher Cost Recommendations
1	1
2	2
3	3

Definitions

Access & Accessibility refers to the ability and means necessary to make use of any resource of an organization, or otherwise make use of any information or service. Accessibility is a term used to describe how easy it is for people to get to, use, and understand things. Accessibility is most often used to describe facilities or amenities to assist people with disabilities, as in “wheelchair accessible.” This can extend to Braille signage, wheelchair ramps, audio signals at pedestrian crossings, walkway contours, website design, barrier removal, etc.

Culture is defined as a common system of values, behaviors, beliefs and relationships that create a sense of community among individuals. Culture is complex and dynamic, and can change over time.

Cultural Competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among a group of professionals and enables that system, agency, or group to work and behave effectively in multicultural situations. The culturally competent organization: values diversity, conducts cultural self assessments, is conscious of and manages the dynamics of difference, institutionalized cultural knowledge, and adapts services to fit the cultural diversity of the community served.

Diversity is defined as differences and similarities among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, religion, and other human differences. Although it has its roots in Affirmative Action and Equal Opportunity, it is much broader because it can include the complexities that exist within social and community identity groups, and different perspectives in policy analysis, etc.

Universal Access refers to the ability of all people to have equal opportunity and access and to use a service or product from which they can benefit it, regardless of their social class, ethnicity, background or physical abilities. Universal Access is closely related to “Universal Design,” which is strategy for reaching the goal of universal access through the design of places, things, information, communication, and policies to ensure services and products are usable by the widest range of people operating in the widest range of situations without special or separate design. “Most simply, Universal Design is human-centered design of everything with everyone in mind.”



This tool was developed collaboratively by the Community Planning Workshop at the University of Oregon and the City of Eugene. 12/2011